

**6<sup>th</sup> Grade ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
Reading Literary Text				
1. Comprehend and Interpret Texts (Approaching Texts as a Reader)				
A. Comprehension (K-5 Correlation RL1A, RI1A)				
6.RL.1.A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
B. Word Meanings (K-5 correlation R1B)				
6.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation R1A)				
6.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).			No alignment
D. Summarize/Theme (K-5 correlation R2A)				
6.RL.1.D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Direct alignment
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R2B, R2C)				
6.RL.2.A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Partial alignment The GLE modifies some information/skills
B. Point of View (No K-5 correlation)				
6.RL.2.B	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	Direct alignment
C. Craft and Meaning (K-5 correlation R2B, R2C)				
6.RL.2.C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
D. Interaction and Meaning (K-5 correlation R2A)				

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<b>6.RL.2.D</b>	Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<b>RL.6.3</b>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Direct alignment
<b>3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>				
<b>A. Text in Forms (K-5 correlation R4A)</b>				
<b>6.RL.3.A</b>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	<b>RL.6.7</b>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Direct alignment
<b>B. Relationships in Texts (K-5 correlation R1C)</b>				
<b>6.RL.3.B</b>	Compare and contrast texts in different genres that address similar themes or topics.	<b>RL.6.9</b>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Direct alignment
<b>C. Historical Context (K-5 correlation R2A)</b>				
<b>6.RL.3.C</b>	Explain how plot and conflict reflect historical and/or cultural contexts.			No alignment
<b>D. Comprehension K-5 (Correlation R1A, R1D)</b>				
<b>6.RL.3.D</b>	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	<b>RL.6.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment
<b>Reading Informational Text</b>				
<b>1. Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				
<b>A. Evidence/Inference (K-5 correlation R1A, R3A, B, C)</b>				
<b>6.RI.1.A</b>	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
<b>B. Word Meanings (K-5 correlation R1B)</b>				
<b>6.RI.1.B</b>	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	<b>RI.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Partial alignment The GLE modifies some information/skills
<b>C. Text Features (K-5 correlation R3A)</b>				

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<b>6.RI.1.C</b>	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).			No alignment
<b>D. Summarize/Claim (K-5 correlation R3B, R3C)</b>				
<b>6.RI.1.D</b>	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	<b>RI.6.2</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Increased rigor (students are asked to <i>explain</i> rather than <i>determine</i> ) Partial alignment The GLE modifies some information/skills
<b>2. Analyze Craft and Structure (Approaching Texts as a Writer)</b>				
<b>A. Structure (K-5 correlation R3C)</b>				
<b>6.RI.2.A</b>	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	<b>RI.6.5</b>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Partial alignment The GLE modifies some information/skills
<b>B. Point of View (K-5 correlation R3B)</b>				
<b>6.RI.2.B</b>	Explain how an author's point of view or purpose is conveyed in a text.	<b>RI.6.6</b>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Increased rigor (students are asked to <i>explain</i> rather than <i>determine</i> ) Partial alignment
<b>C. Craft and Meaning (K-5 correlation R3B)</b>				
<b>6.RI.2.C</b>	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.	<b>RI.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Increased rigor (students are asked to <i>analyze</i> rather than <i>determine</i> ) Partial alignment The GLE modifies some information/skills
<b>D. Argument/Evidence (K-5 correlation R3B)</b>				
<b>6.RI.2.D</b>	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	<b>RI.6.8</b>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Decreased rigor in order to scaffold skill across the grades (students are asked to <i>identify</i> rather than <i>trace and evaluate</i> ) Partial alignment
<b>3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>				
<b>A. Texts/Forms (K-5 correlation R4A)</b>				
<b>6.RI.3.A</b>	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	<b>RI.7.7</b>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Aligned to current 7 <sup>th</sup> grade standard; closely aligned to the 6 <sup>th</sup> grade Reading Literature standard (RL.6.7)

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B. Relationships/ Texts (K-5 correlation R1C)				
6.RI.3.B	Compare and contrast one author’s presentation of events with that of another.	RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Direct alignment
C. Historical Context (No K-5 correlation)				
6.RI.3.C	Explain how the text reflects historical and/or cultural contexts.			No alignment
D. Comprehension (K-5 Correlation R1A, R1D)				
6.RI.3.D	Read and comprehend informational text independently and proficiently.	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment
Writing and Researching				
1. Approaching the Task as a Researcher				
A. Research (K-5 correlation W3A)				
6.W.1.A	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Partial alignment The GLE modifies some information/skills
	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Direct alignment
2. Approaching the Task as a Writer				
A. Development (K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C)				
6.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Partial alignment The GLE modifies some information/skills

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	a. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	<b>W.6.3.a</b> <b>W.6.3.b</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	b. Expository: Develop informative/ explanatory writing to examine a topic with relevant facts, examples, and details.	<b>W.6.2.b</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Partial alignment Aligns to one segment of a larger standard The GLE modifies some information/skills
	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	<b>W.6.1.a</b> <b>W.6.1.b</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>3. Approaching the Task as a Reader</b>				
<b>A. Revise and Edit (K-5 correlation W1C)</b>				
<b>6.W.3.A</b>	Review, revise, and edit writing with consideration for the task, purpose, and audience.	<b>W.6.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Increased rigor ( <i>With some guidance and support from peers and adults</i> has been removed from the standard) Partial alignment The GLE modifies some information/skills

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	a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text and provide a conclusion that follows from the text.	<b>W.6.1.a</b> <b>W.6.2.a</b> <b>W.6.3.a</b> <b>W.6.1.b</b> <b>W.6.2.b</b> <b>W.6.3.b</b> <b>W.6.1.e</b> <b>W.6.2.f</b> <b>W.6.3.e</b>	W.6.1.a. Introduce claim(s) and organize the reasons and evidence clearly. W.6.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.6.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.6.1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.1.e. Provide a concluding statement or section that follows from the argument presented. W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented. W.6.3.e. Provide a conclusion that follows from the narrated experiences or events.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	<b>W.6.1.c</b> <b>W.6.2.d</b> <b>W.6.3.d</b> <b>W.6.2.d</b> <b>L.6.3.b</b> <b>W.6.1.d</b> <b>W.6.2.e</b>	W.6.1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. L.6.3.b. Maintain consistency in style and tone. W.6.1.d. Establish and maintain a formal style. W.6.2.e. Establish and maintain a formal style.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

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	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	<b>L.6.1</b> <b>L.6.2</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	d. Use transitions to clarify relationships and connect ideas, claims and signal time shifts.	<b>W.6.1.c</b> <b>W.6.2.c</b> <b>W.6.3.c</b>	W.6.1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Partial alignment Aligns to segments of multiple standards
	e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<b>W.6.6</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>Speaking and Listening</b>				
1. Collaborating				
A. Conversations (K-5 correlation SL1A, SL3A)				
<b>6.SL.1.A</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.6.1.b</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Aligns to one segment of a larger standard Partial alignment The GLE modifies some information/skills
B. Questioning (K-5 correlation SL3A)				
<b>6.SL.1.B</b>	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>SL.6.3</b> <b>SL.6.1.c</b>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
C. Viewpoints of others (K-5 correlation SL1A)				

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<b>6.SL.1.C</b>	Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>SL.6.1.d</b> <b>SL.6.2</b>	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>2. Presenting</b>				
<b>A. Verbal Delivery (K-5 correlation SL4A)</b>				
<b>6.SL.2.A</b>	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including volume.	<b>SL.6.6</b> <b>SL.6.4</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>B. Nonverbal (K-5 correlation SL4A)</b>				
<b>6.SL.2.B</b>	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	<b>SL.6.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment The GLE modifies some information/skills
<b>C. Multimedia (K-5 correlation SL4A)</b>				
<b>6.SL.2.C</b>	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.	<b>SL.6.4</b> <b>SL.6.5</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

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Reading Literary Text				
1. Comprehend and Interpret Texts (Approaching Texts as a Reader)				
A. Comprehension (K-5 Correlation RL1A, RI1A)				
7.RL.1.A	Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
B. Word Meanings (K-5 correlation R1B)				
7.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation R1A)				
7.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).			No alignment
D. Summarize/Theme (K-5 correlation R2A)				
7.RL.1.D	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	RL.7.2 RL.6.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Partial alignment The GLE pulls from multiple grade-levels
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R2B, R2C)				
7.RL.2.A	Analyze how a text's form or overall structure contributes to meaning.	RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Direct alignment
B. Point of View (No K-5 correlation)				
7.RL.2.B	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Direct alignment
C. Craft and Meaning (K-5 correlation R2B, R2C)				

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<b>7.RL.2.C</b>	Analyze how specific word choices contribute to meaning and tone.	<b>RL.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
<b>D. Interaction and Meaning (K-5 correlation R2A)</b>				
<b>7.RL.2.D</b>	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Partial alignment The GLE modifies some information/skills
<b>3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>				
<b>A. Text in Forms (K-5 correlation R4A)</b>				
<b>7.RL.3.A</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	<b>RL.7.7</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Partial alignment The GLE modifies some information/skills
<b>B. Relationships in Texts (K-5 correlation R1C)</b>				
<b>7.RL.3.B</b>	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	<b>RL.7.9</b>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Direct alignment
<b>C. Historical Context (K-5 correlation R2A)</b>				
<b>7.RL.3.C</b>	Explain how characters and settings reflect historical and/or cultural contexts.			No alignment
<b>D. Comprehension (K-5 Correlation R1A, R1D)</b>				
<b>7.RL.3.D</b>	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	<b>RL.7.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment
<b>Reading Informational Text</b>				
<b>1. Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				
<b>A. Evidence/Inference (K-5 correlation R1A, R3A, B, C)</b>				
<b>7.RI.1.A</b>	Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
<b>B. Word Meanings (K-5 correlation R1B)</b>				

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<b>7.RI.1.B</b>	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	<b>RI.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
<b>C. Text Features (K-5 correlation R3A)</b>				
<b>7.RI.1.C</b>	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).			No alignment
<b>D. Summarize/Claim (K-5 correlation R3B, R3C)</b>				
<b>7.RI.1.D</b>	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	<b>RI.7.2</b> <b>RI.6.2</b>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Increased rigor (students are asked to <i>explain</i> rather than <i>determine</i> ) The GLE utilizes multiple grade-levels
<b>2. Analyze Craft and Structure (Approaching Texts as a Writer)</b>				
<b>A. Structure (K-5 correlation R3C)</b>				
<b>7.RI.2.A</b>	Analyze how a text's organization or overall structure contributes to meaning.	<b>RI.7.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Direct alignment
<b>B. Point of View (K-5 correlation R3B)</b>				
<b>7.RI.2.B</b>	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	<b>RI.7.6</b>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Increased rigor (students are asked to <i>analyze</i> rather than <i>determine</i> ) Partial alignment The GLE modifies some information/skills
<b>C. Craft and Meaning (K-5 correlation R3B)</b>				
<b>7.RI.2.C</b>	Analyze how word choice contributes to meaning and tone.	<b>RI.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
<b>D. Argument/Evidence (K-5 correlation R3B)</b>				
<b>7.RI.2.D</b>	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>RI.7.8</b>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Direct alignment

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Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Texts/Forms (K-5 correlation R4A)				
7.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Direct alignment; a close match to the Reading Literature standard RL.7.7
B. Relationships/Texts (K-5 correlation R1C)				
7.RI.3.B	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Decreased rigor in order to scaffold the skill across the grades (students are asked to <i>compare and contrast</i> rather than <i>analyze</i> )
C. Historical Context (No K-5 correlation)				
7.RI.3.C	Explain how the text reflects historical and/or cultural contexts.			No alignment
D. Comprehension (K-5 Correlation R1A, R1D)				
7.RI.3.D	Read and comprehend informational text independently and proficiently.	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment
Writing and Researching				
1. Approaching the Task as a Researcher				
A. Research (K-5 correlation W3A)				
7.W.1.A	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Partial alignment The GLE modifies some information/skills
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Direct alignment
2. Approaching the Task as a Writer				
A. Development (K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C)				

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<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>7.W.2.A</b>	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Partial alignment The GLE modifies some information/skills
	a. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	<b>W.7.3.a</b> <b>W.7.3.b</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	<b>W.7.2.b</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Partial alignment Aligns to a segments of a larger standard The GLE modifies some information/skills
	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.	<b>W.7.1.a</b> <b>W.7.1.b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>3. Approaching the Task as a Reader</b>				
<b>A. Revise and Edit (K-5 correlation W1C)</b>				

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Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
<b>7.W.3.A</b>	Review, revise, and edit writing with consideration for the task, purpose, and audience.	<b>W.7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Increased rigor ( <i>With some guidance and support from peers and adults</i> has been removed from the standard) Partial alignment The GLE modifies some information/skills
	a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.	<b>W.7.1.a</b> <b>W.7.2.a</b> <b>W.7.3.a</b> <b>W.7.1.b</b> <b>W.7.2.b</b> <b>W.7.3.b</b> <b>W.7.1.e</b> <b>W.7.2.f</b> <b>W.7.3.e</b>	W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented. W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

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<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
	b. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.	<b>W.7.1.c</b> <b>W.7.2.d</b> <b>W.7.3.d</b> <b>L.7.3.a</b> <b>W.7.1.d</b> <b>W.7.2.e</b>	W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. W.7.1.d. Establish and maintain a formal style. W.7.2.e. Establish and maintain a formal style.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	<b>L.7.1</b> <b>L.7.2</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	d. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.	<b>W.7.1.c</b> <b>W.7.2.c</b> <b>W.7.3.c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Partial alignment Aligns to segments of multiple standards
	e. Use technology, including the Internet, to produce, publish, writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>W.7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Direct alignment
<b>Speaking and Listening</b>				
1. Collaborating				
A. Conversations (K-5 correlation SL1A, SL3A)				
<b>7.SL.1.A</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.7.1.b</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Aligns to one segment of a larger standard
B. Questioning (K-5 correlation SL3A)				

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<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>7.SL.1.B</b>	Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SL.7.3</b> <b>SL.7.1.c</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>C. Viewpoints of others (K-5 correlation SL1A)</b>				
<b>7.SL.1.C</b>	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	<b>SL.7.1.d</b> <b>SL.7.2</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.  Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>2. Presenting</b>				
<b>A. Verbal Delivery (K-5 correlation SL4A)</b>				
<b>7.SL.2.A</b>	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including volume at an understandable pace.	<b>SL.7.6</b> <b>SL.7.4</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>B. Nonverbal (K-5 correlation SL4A)</b>				
<b>7.SL.2.B</b>	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	<b>SL.7.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment The GLE modifies some information/skills
<b>C. Multimedia (K-5 correlation SL4A)</b>				

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<b>7.SL.2.C</b>	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	<b>SL.7.4</b> <b>SL.7.5</b>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Partial alignment</p> <p>Aligns to segments of multiple standards</p> <p>The GLE modifies some information/skills</p>

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Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
Reading Literary Text				
1. Comprehend and Interpret Texts (Approaching Texts as a Reader)				
A. Comprehension (K-5 Correlation RL1A, RI1A)				
8.RL.1.A	Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
B. Word Meanings (K-5 correlation R1B)				
8.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation R1A)				
8.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).			No alignment
D. Summarize/Theme (K-5 correlation R2A)				
8.RL.1.D	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Direct alignment
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R2B, R2C)				
8.RL.2.A	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Partial alignment The GLE modifies some information/skills
B. Point of View (No K-5 correlation)				
8.RL.2.B	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Partial alignment The GLE modifies some information/skills
C. Craft and Meaning (K-5 correlation R2B, R2C)				
8.RL.2.C	Analyze how specific word choices and sentence structures contribute to meaning and tone.	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
D. Interaction and Meaning (K-5 correlation R2A)				

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<b>8.RL.2.D</b>	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	<b>RL.8.3</b>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Partial alignment The GLE modifies some information/skills
<b>3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>				
<b>A. Text in Forms (K-5 correlation R4A)</b>				
<b>8.RL.3.A</b>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>RL.8.7</b>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Direct alignment
<b>B. Relationships in Texts (K-5 correlation R1C)</b>				
<b>8.RL.3.B</b>	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	<b>RL.8.9</b>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Decreased rigor in order to scaffold skill across the grades (students are asked to <i>explain</i> rather the analyze) Partial alignment The GLE modifies some information/skills
<b>C. Historical Context (K-5 correlation R2A)</b>				
<b>8.RL.3.C</b>	Explain how themes reflect historical and/or cultural contexts.			No alignment
<b>D. Comprehension (K-5 Correlation R1A, R1D)</b>				
<b>8.RL.3.D</b>	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	<b>RL.8.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Direct alignment
<b>Reading Informational Text</b>				
<b>1. Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				
<b>A. Evidence/Inference (K-5 correlation R1A, R3A, B, C)</b>				
<b>8.RI.1.A</b>	Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
<b>B. Word Meanings (K-5 correlation R1B)</b>				
<b>8.RI.1.B</b>	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	<b>RI.8.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
<b>C. Text Features (K-5 correlation)</b>				

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<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>8.RI.1.C</b>	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).			No alignment
D. Summarize/Claim (K-5 correlation R3B, R3C)				
<b>8.RI.1.D</b>	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	<b>RI.8.2</b>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Increased rigor (students are asked to <i>explain</i> rather than <i>determine</i> ) Partial alignment
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R3C)				
<b>8.RI.2.A</b>	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	<b>RI.8.5</b>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Partial alignment The GLE modifies some information/skills
B. Point of View (K-5 correlation R3B)				
<b>8.RI.2.B</b>	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	<b>RI.8.6</b>	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Increased rigor (students are asked to <i>analyze</i> rather than <i>determine</i> ) Partial alignment
C. Craft and Meaning (K-5 correlation R3B)				
<b>8.RI.2.C</b>	Analyze how word choice and sentence structure contribute to meaning and tone.	<b>RI.8.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
D. Argument/Evidence (K-5 correlation R3B)				
<b>8.RI.2.D</b>	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>RI.8.8</b>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Direct alignment
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Texts/Forms (K-5 correlation R4A)				
<b>8.RI.3.A</b>	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Decreased rigor (students are asked to <i>compare and contrast</i> rather than <i>evaluate</i> ); this is more closely aligned to the 8 <sup>th</sup> grade Reading Literature standard (RL.8.7)
B. Relationships/Texts (K-5 correlation R1C)				

**8<sup>th</sup> Grade ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>8.RI.3.B</b>	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.	<b>RI.8.9</b>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Direct alignment
<b>C. Historical Context (No K-5 correlation)</b>				
<b>8.RI.3.C</b>	Explain how the central ideas of text reflect historical and/or cultural contexts.			No alignment
<b>D. Comprehension (K-5 Correlation R1A, R1D)</b>				
<b>8.RI.3.D</b>	Read and comprehend informational text independently and proficiently.	<b>RI.8.10</b>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Direct alignment
<b>Writing and Researching</b>				
<b>1. Approaching the Task as a Researcher</b>				
<b>A. Research (K-5 correlation W3A )</b>				
<b>8.W.1.A</b>	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	<b>W.8.7</b>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Partial alignment The GLE modifies some information/skills
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>W.8.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Direct alignment
<b>2. Approaching the Task as a Writer</b>				
<b>A. Development (K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C)</b>				
<b>8.W.2.A</b>	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Partial alignment The GLE modifies some information/skills

**8<sup>th</sup> Grade ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
	a. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	<b>W.8.3.a</b> <b>W.8.3.b</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	<b>W.8.2.b</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Partial alignment Aligns to a segment of a standard The GLE modifies some information/skills
	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships among claims, counterclaims, and supporting evidence.	<b>W.8.1.a</b> <b>W.8.1.b</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>3. Approaching the Task as a Reader</b>				
<b>A. Revise and Edit (K-5 correlation W1C)</b>				
<b>8.W.3.A</b>	Review, revise, and edit writing with consideration for the task, purpose, and audience.	<b>W.8.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Increased rigor ( <i>With some guidance and support from peers and adult</i> has been removed from the standard) Partial alignment The GLE modifies some information/skills

**8<sup>th</sup> Grade ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
	a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.	<b>W.8.1.a</b> <b>W.8.2.a</b> <b>W.8.3.a</b> <b>W.8.1.b</b> <b>W.8.2.b</b> <b>W.8.3.b</b> <b>W.8.1.e</b> <b>W.8.2.f</b> <b>W.8.3.e</b>	W.8.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented. W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

**8<sup>th</sup> Grade ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
	b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.	<b>W.8.1.c</b> <b>W.8.2.d</b> <b>W.8.3.d</b> <b>W.8.1.d</b> <b>W.8.2.e</b>	W.8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.1.d. Establish and maintain a formal style. W.8.2.e. Establish and maintain a formal style.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	<b>L.8.1</b> <b>L.8.2</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	<b>W.8.1.c</b> <b>W.8.2.c</b> <b>W.8.3.c</b>	W.8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	e. Use technology, including the Internet, to produce, publish, writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Direct alignment
<b>Speaking and Listening</b>				
1. Collaborating				
A. Conversations (K-5 correlation SL1A, SL3A)				
<b>8.SL.1.A</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.8.1.b</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Aligns to one segment of a larger standard Partial alignment The GLE modifies some information/skills
B. Questioning (K-5 correlation SL3A)				

**8<sup>th</sup> Grade ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>8.SL.1.B</b>	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>SL.8.3</b> <b>SL.8.1.c</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>C. Viewpoints of others (K-5 correlation SL1A)</b>				
<b>8.SL.1.C</b>	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	<b>SL.8.1.d</b> <b>SL.8.2</b>	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>2. Presenting</b>				
<b>A. Verbal Delivery (K-5 correlation SL4A)</b>				
<b>8.SL.2.A</b>	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.	<b>SL.8.6</b> <b>SL.8.4</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment Aligns to multiple standards The GLE modifies some information/skills
<b>B. Nonverbal (K-5 correlation SL4A)</b>				
<b>8.SL.2.B</b>	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.	<b>SL.8.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment The GLE modifies some information/skills
<b>C. Multimedia (K-5 correlation SL4A)</b>				

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<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>8.SL.2.C</b>	Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.8.4</b> <b>SL.8.5</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Partial alignment Aligns to multiple standards The GLE modifies some information/skills

**Grade 9-10 ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
Reading Literary Text				
1. Comprehend and Interpret Texts (Approaching Texts as a Reader)				
A. Comprehension (K-5 Correlation RL1A, RI1A)				
9-10.RL.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
B. Word Meanings (K-5 correlation R1B)				
9-10.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation R1A)				
9-10.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).			No alignment
D. Summarize/Theme (K-5 correlation R2A)				
9-10.RL.1.D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Direct alignment
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R2B, R2C)				
9-10.RL.2.A	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Direct alignment
B. Point of View (No K-5 correlation)				
9-10.RL.2.B	Analyze how a point of view is reflected in the characters, setting, and plot.	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Partial alignment The GLE modifies some information/skills
C. Craft and Meaning (K-5 correlation R2B, R2C)				

**Grade 9-10 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>9-10.RL.2.C</b>	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	<b>RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
<b>D. Interaction and Meaning (K-5 correlation R2A)</b>				
<b>9-10.RL.2.D</b>	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	<b>RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Partial alignment The GLE modifies some information/skills
<b>3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>				
<b>A. Text in Forms (K-5 correlation R4A)</b>				
<b>9-10.RL.3.A</b>	Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.	<b>RL.11-12.7</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Direct alignment
<b>B. Relationships in Texts (K-5 correlation R1C)</b>				
<b>9-10.RL.3.B</b>	Explain how and why an author alludes to or transforms source material within his or her text.	<b>RL.9-10.9</b>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Increased rigor (students are asked to <i>explain</i> rather than <i>compare and contrast</i> ). Partial alignment The GLE modifies some information/skills
<b>C. Historical Context (K-5 correlation R2A)</b>				
<b>9-10.RL.3.C</b>	Analyze how multiple texts reflect historical and/or cultural contexts.			No alignment
<b>D. Comprehension (K-5 Correlation R1A, R1D)</b>				
<b>9-10.RL.3.D</b>	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	<b>RL.9-10.10</b>	By the end of grade 9-10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment
<b>Reading Informational Text</b>				
<b>1. Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				

**Grade 9-10 ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
A. Evidence/Inference (K-5 correlation R1A, R3A, B, C)				
9-10.RI.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment The GLE modifies some information/skills
B. Word Meanings (K-5 correlation R1B)				
9-10.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation)				
9-10.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).			No alignment
D. Summarize/Claim (K-5 correlation R3B, R3C)				
9-10.RI.1.D	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Increased rigor (students are asked to <i>explain</i> rather than <i>determine</i> ) Partial alignment The GLE modifies some information/skills
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R3C)				
9-10.RI.2.A	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Partial alignment The GLE modifies some information/skills
B. Point of View (K-5 correlation R3B)				
9-10.RI.2.B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Partial alignment The GLE modifies some information/skills
C. Craft and Meaning (K-5 correlation R3B)				
9-10.RI.2.C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills

**Grade 9-10 ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
D. Argument/Evidence (K-5 correlation R3B)				
9-10.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Partial alignment The GLE modifies some information/skills
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Texts/Forms (K-5 correlation R4A)				
9-10.RI.3.A	Analyze how similar ideas or topics are portrayed in different media formats.	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Partial alignment The GLE modifies some information/skills
B. Relationships/Texts (K-5 correlation R1C)				
9-10.RI.3.B	Evaluate how effectively two or more texts develop similar ideas/topics.	RI.8.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	More closely aligns to the non-genre specific 8 <sup>th</sup> grade standard (RL.8.9)
C. Historical Context (No K-5 correlation)				
9-10.RI.3.C	Analyze how multiple texts reflect the historical and/or cultural contexts.			No alignment
D. Comprehension (K-5 Correlation R1A, R1D)				
9-10.RI.3.D	Read and comprehend informational text independently and proficiently.	RI.9-10.10	By the end of grade 9-10, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment
Writing and Researching				
1. Approaching the Task as a Researcher				
A. Research (K-5 correlation W3A)				
9-10.W.1.A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Partial alignment The GLE modifies some information/skills

**Grade 9-10 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>W.9-10.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Direct alignment
<b>2. Approaching the Task as a Writer</b>				
<b>A. Development (K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C)</b>				
<b>9-10.W.2.A</b>	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	<b>W.9-10.4</b> <b>W.9-10.1</b> <b>W.9-10.2</b> <b>W.9-10.3</b>	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>3. Approaching the Task as a Reader</b>				
<b>A. Revise and Edit (K-5 correlation W1C)</b>				
<b>9-10.W.3.A</b>	Review, revise, and edit writing with consideration for the task, purpose, and audience.	<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Partial alignment The GLE modifies some information/skills
	a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.	<b>W.9-10.1.a</b> <b>W.9-10.2.a</b> <b>W.9-10.3.a</b> <b>W.9-10.1.b</b> <b>W.9-10.2.b</b> <b>W.9-10.3.b</b> <b>W.9-10.1.e</b> <b>W.9-10.2.f</b>	W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

**Grade 9-10 ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
		W.9-10.3.e	formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented. W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	

**Grade 9-10 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
	b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	<b>W.9-10.1.c</b> <b>W.9-10.2.d</b> <b>W.9-10.3.d</b> <b>W.9-10.2.e</b> <b>W.9-10.1.d</b>	W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	<b>L.9-10.1</b> <b>L.9-10.2</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Partial alignment Aligns to multiple standards The GLE modifies some information/skills
	d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	<b>W.9-10.1.c</b> <b>W.9-10.2.c</b> <b>W.9-10.3.c</b>	W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

**Grade 9-10 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
	e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>W.9-10.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Direct alignment
<b>Speaking and Listening</b>				
1. Collaborating				
A. Conversations (K-5 correlation SL1A, SL3A)				
<b>9-10.SL.1.A</b>	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.	<b>SL.9-10.1.b</b>	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Aligns to one segment of a larger standard Partial alignment The GLE modifies some information/skills
B. Questioning (K-5 correlation SL3A)				
<b>9-10.SL.1.A</b>	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<b>SL.9-10.3</b> <b>SL.9-10.1.c</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
C. Viewpoints of others (K-5 correlation SL1A)				
<b>9-10.SL.1.C</b>	Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.	<b>SL.9-10.1.d</b> <b>SL.9-10.2</b>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
2. Presenting				
A. Verbal Delivery (K-5 correlation SL4A)				

**Grade 9-10 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>9-10.SL.2.A</b>	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	<b>SL.9-10-6</b> <b>SL.9-10.4</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Partial alignment Aligns to multiple standards The GLE modifies some information/skills
<b>B. Nonverbal (K-5 correlation SL4A)</b>				
<b>9-10.SL.2.B</b>	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.			No alignment
<b>C. Multimedia (K-5 correlation SL4A)</b>				
<b>9-10.SL.2.C</b>	Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SL.9-10.4</b> <b>SL.9-10.5</b>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Partial alignment Aligns to multiple standards The GLE modifies some information/skills

**Grade 11-12 ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
Reading Literary Text				
1. Comprehend and Interpret Texts (Approaching Texts as a Reader)				
A. Comprehension (K-5 Correlation RL1A, RI1A)				
11-12.RL.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Partial alignment The GLEs alter some information/skills
B. Word Meanings (K-5 correlation R1B)				
11-12.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation R1A)				
11-12.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).			No alignment
D. Summarize/Theme (K-5 correlation R2A)				
11-12.RL.1.D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Partial alignment The GLEs alter some information/skills
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R2B, R2C)				
11-12.RL.2.A	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Partial alignment The GLEs alter some information/skills
B. Point of View (No K-5 correlation)				

**Grade 11-12 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>11-12.RL.2.B</b>	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	<b>RL.11-12.6</b>	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Direct alignment
<b>C. Craft and Meaning (K-5 correlation R2B, R2C)</b>				
<b>11-12.RL.2.C</b>	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.	<b>RL.11-12.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
<b>D. Interaction and Meaning (K-5 correlation R2A)</b>				
<b>11-12 RL.2.D</b>	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	<b>RL.11-12.3</b>	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Partial alignment The GLEs alter some information/skills
<b>3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>				
<b>A. Text in Forms (K-5 correlation R4A)</b>				
<b>11-12.RL.3.A</b>	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	<b>RL.11-12.7</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Partial alignment The GLEs alter some information/skills
<b>B. Relationships in Texts (K-5 correlation R1C)</b>				
<b>11-12.RL.3.B</b>	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.			No alignment
<b>C. Historical Context (K-5 correlation R2A)</b>				
<b>11-12.RL.3.C</b>	Evaluate how an author's work reflects his or her historical/cultural perspective.			No alignment
<b>D. Comprehension (K-5 Correlation R1A, R1D)</b>				
<b>11-12.RL.3.D</b>	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	<b>RL.11-12.10</b>	By the end of grade 11-12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment

**Grade 11-12 ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
Reading Informational Text				
1. Comprehend and Interpret Texts (Approaching Texts as a Reader)				
A. Evidence/Inference (K-5 correlation R1A, R3A, B, C)				
11-12.RI.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Partial alignment The GLEs alter some information/skills
B. Word Meanings (K-5 correlation R1B)				
11-12.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation R3A)				
11-12.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).			No alignment
D. Summarize/Claim (K-5 correlation R3B, R3C)				
11-12.RI.1.D	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Increased rigor (students are asked to <i>explain</i> rather than determine) Partial alignment The GLEs alter some information/skills
2. Analyze Craft and Structure (Approaching Texts as a Writer)				
A. Structure (K-5 correlation R3C)				
11-12.RI.2.A	Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Partial alignment The GLEs alter some information/skills
B. Point of View (K-5 correlation R3B)				
11-12.RI.2.B	Analyze a text in which the author’s point of view is not obvious and requires distinguishing what is directly stated from what is implied.	RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Partial alignment The GLEs alter some information/skills

**Grade 11-12 ELA**

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		Degree of Alignment
C. Craft and Meaning (K-5 correlation R3B)				
11-12.RI.2.C	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
D. Argument/Evidence (K-5 correlation R3B)				
11-12.RI.2.D	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	More closely aligns to the non-genre specific 9-10 grade standard (RI.9-10.8) Partial alignment The GLE modifies some information/skills
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Texts/Forms (K-5 correlation R4A)				
11-12.RI.3.A	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	More closely aligns to 9-10 grade standard (RI.9-10.7) Partial alignment The GLE modifies some information/skills
B. Relationships/ Texts (K-5 correlation R1C)				
11-12.RI.3.B	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.	RI.8.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	More closely aligns to the non-genre specific 8 <sup>th</sup> grade standard (RI.8.9) Partial alignment The GLE modifies some information/skills
C. Historical Context (No K-5 correlation)				
11-12.RI.3.C	Evaluate how an author's work reflects his or her historical/cultural perspective.			No alignment
D. Comprehension (K-5 Correlation R1A, R1D)				
11-12.RI.3.D	Read and comprehend informational text independently and proficiently.	RI.11-12.10	By the end of grade 11-12, read and comprehend literary nonfiction in the grades 11–12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Direct alignment
Writing and Researching				
1. Approaching the Task as a Researcher				
A. Research (K-5 correlation W3A)				

**Grade 11-12 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>11-12.W.1.A</b>	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	<b>W.11-12.7</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Partial alignment The GLE modifies some information/skills
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<b>W.11-12.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Direct alignment
<b>2. Approaching the Task as a Writer</b>				
<b>A. Development (K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C)</b>				
<b>11-12.W.2.A</b>	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	<b>W.11-12.4</b> <b>W.11-12.1</b> <b>W.11-12.2</b> <b>W.11-12.3</b>	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
<b>3. Approaching the Task as a Reader</b>				
<b>A. Revise and Edit (K-5 correlation W1C)</b>				

**Grade 11-12 ELA**

<b>Missouri Learning Standards: Grade-Level Expectations</b> (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		<b>Missouri Learning Standards</b> (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)		<b>Degree of Alignment</b>
<b>11-12.W.3.A</b>	Review, revise, and edit writing with consideration for the task, purpose, and audience.	<b>W.11-12.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Partial alignment The GLE modifies some information/skills
	a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	<b>W.11-12.1.a</b> <b>W.11-12.2.a</b> <b>W.11-12.3.a</b> <b>W.11-12.1.b</b> <b>W.11-12.2.b</b> <b>W.11-12.3.b</b> <b>W.11-12.1.e</b> <b>W.11-12.2.f</b> <b>W.11-12.3.e</b>	W.11-12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.11-12.3.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.11-12.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

**Grade 11-12 ELA**

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			W.11-12.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.11-12.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
	b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	W.11-12.1.c W.11-12.2.d W.11-12.3.d W.11-12.2.e W.11-12.1.d	W.11-12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.11-12.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	L.11-12.1 L.11-12.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills

**Grade 11-12 ELA**

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	d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	<b>W.11-12.1.c</b> <b>W.11-12.2.c</b> <b>W.11-12.3.c</b>	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Partial alignment Aligns to segments of multiple standards The GLE modifies some information/skills
	e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>W.11-12.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Direct alignment
<b>Speaking and Listening</b>				
1. Collaborating				
A. Conversations (K-5 correlation SL1A, SL3A)				
<b>11-12.SL.1.A</b>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	<b>SL.11-12.1.b</b>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Direct alignment
B. Questioning (K-5 correlation SL3A)				
<b>11-12.SL.1.B</b>	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	<b>SL.11-12.3</b> <b>SL.11-12.1.c</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Partial alignment Aligns to one segment of a standard The GLE modifies some information/skills
C. Viewpoints of others (K-5 correlation SL1A)				

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<b>11-12.SL.1.C</b>	Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<b>SL.11-12.1.d</b> <b>SL.11-12.2</b>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Partial alignment Aligns to one segment of a standard The GLE modifies some information/skills
<b>2. Presenting</b>				
<b>A. Verbal Delivery (K-5 correlation SL4A)</b>				
<b>11-12.SL.2.A</b>	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.	<b>SL.11-12.6</b> <b>SL.11-12.4</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Partial alignment Aligns to multiple standards The GLE modifies some information/skills
<b>B. Nonverbal (K-5 correlation SL4A)</b>				
<b>11-12.SL.2.B</b>	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.			No alignment
<b>C. Multimedia (K-5 correlation SL4A)</b>				

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<b>11-12.SL.2.C</b>	Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.	<b>SL.11-12.4</b> <b>SL.11-12.5</b>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Partial alignment</p> <p>Aligns to multiple standards</p> <p>The GLE modifies some information/skills</p>